

# ADE K-12 Literacy Professional Development for Literacy Instruction: Descriptions

This list is in the same order as the [Professional Development List](#).

TITLE	INTENT	DESCRIPTION	OUTCOMES
<b>General Literacy Instruction</b>			
<b>AZ RTI Literacy Leadership</b> (Standard 1: Leadership)  <i>Standards from the Standards and Rubrics for School Improvement.</i>  <b>Audience /Targeted Attendees:</b> Target Audience-LEAs teams of 2-4 people (Administrators, Coaches, Site and LEA leaders)	This training is designed to provide educational leaders with a framework for developing and sustaining systems which support effective teaching and learning across LEAs and school sites.	Effective instruction and student growth occurs when there are strong, consistent systems of leadership and support established from the LEA level to the classroom. This two-day training focuses on the development of these systems which include: <ul style="list-style-type: none"> <li>• Leadership/Coaching</li> <li>• Instruction</li> <li>• Assessment</li> <li>• Intervention</li> <li>• Collaboration &amp; Communication</li> </ul>	Participants will <ul style="list-style-type: none"> <li>• Apply Principles of Leadership and Instructional Coaching;</li> <li>• Apply Classroom Observation Information and Student Assessments to Make Data-Driven Instructional Decisions;</li> <li>• Apply Student Data to Develop and Monitor Child-Centered Action Plans; and</li> <li>• Use Models of Communication and Collaboration to Enhance and Accelerate Student Achievement</li> </ul>
<b>Using Data to Improve Instruction</b> (Standard 3: ... Assessments)  <i>Standards from the Standards and Rubrics for School Improvement.</i>  <b>Audience /Targeted Attendees:</b> LEA teams of 2 people (LEA Administrators, Principals, Coaches)	This training is designed to provide K-12 educators with a framework for analyzing grade- and student-level data to inform current instructional impact as well as plan future instruction.	While all educators collect achievement data, many do not use it to evaluate and inform instruction. This training focuses on giving educators the tools and strategies necessary to implement a system for identifying, analyzing, planning and evaluating instructional impact.	Participants will: <ul style="list-style-type: none"> <li>• Understand the difference between different types of assessment</li> <li>• Identify which types of assessment data are currently used in their system and which types of assessment are still needed</li> <li>• Analyze grade, classroom, and student-level data and answer key questions about student performance and progress</li> <li>• Create a plan for future instruction/assessment based on data</li> </ul>
<b>Essential Elements of Effective Instruction in all Content Areas</b> (Standard 2: Curriculum ...)  <b>Audience /Targeted Attendees:</b> Administrators, educational leaders, K-8 teachers	This one day workshop for administrators, educational leaders and K-8 teachers focuses on effective lesson design based on the components of direct, explicit, systematic instruction across all content areas.	In this presentation participants will learn the components of effective lesson design and how student engagement <u>can</u> be imbedded in good instruction. Observation of a model lesson will be included.	Participants will: <ul style="list-style-type: none"> <li>• Demonstrate an understanding of effective lesson design.</li> <li>• Evaluate effective lesson design using the Direct, Explicit, Systematic Instruction components of Teach for Success observation tool.</li> <li>• Practice student engagement</li> </ul>

			strategies modeled by the presenters.
<b>Classroom Management &amp; Motivation</b> (Standard 2: Curriculum ...)  <b>Audience /Targeted Attendees:</b> K-3 Teachers/Staff attend version 1 4-8 Teachers/Staff attend version 2	<p>This one day workshop has two versions, with the same description and outcomes:</p> <p>One is designed to equip K-3 Teachers/staff with basic classroom management components and techniques.</p> <p>Another is designed to equip 4-8<sup>th</sup> Gr. Teachers/staff with basic classroom management components and techniques.</p>	<p>This presentation will include research, setting up a learning environment and managing classroom rules and procedures. Participants will be given the opportunity to do preliminary planning.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>Analyze current classroom management system</li> <li>Create a plan of action to provide high-quality whole and small group instruction.</li> <li>Review research,</li> <li>Learn about effective classroom management</li> <li>Practice components of direct, explicit, systematic instruction</li> <li>Analyze and acquire student engagement techniques</li> <li>Practice student engagement strategies modeled by the presenters.</li> </ul>
<b>Reading</b>			
<b>The Big 5 for Newly Hired and Assigned: The Big 5 Reading Ideas</b> (Standard 2: Curriculum ...)  <b>Audience /Targeted Attendees:</b> Newly hired: <ul style="list-style-type: none"> <li>K-3 Teachers</li> <li>Special Education Teachers</li> <li>Teachers of English Language Learners</li> <li>Interventionists</li> </ul>	<p>To introduce teachers to the framework of Scientifically Based Reading Instruction and the Five Essential Components of Reading for grades K-3 (The Big 5).</p>	<p>The Big 5 for New Hires is an engaging, three-day academy designed to support application of assessment and instructional practices that are research- based. The content focus is on developing high-quality, comprehensive K-3 reading instruction for all children.</p> <ul style="list-style-type: none"> <li>Intended to enhance teachers' knowledge and skills so they can effectively teach children to read;</li> <li>Based on scientifically-based components that include explicit and systematic instruction in the Big Ideas of Reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension);</li> <li>Standards Based and;</li> <li>Focuses on the Cycle of Instruction which includes: data driven instruction, grouping practices, progress monitoring to inform instruction, and providing interventions for struggling readers.</li> </ul>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>Examine the research base that supports teaching the Big 5 (phonological awareness, phonics, fluency, vocabulary, and comprehension);</li> <li>Apply the Arizona Reading Standard to the Big 5</li> <li>Examine the Cycle of Instruction which includes: data driven instruction, grouping practices, progress monitoring to inform instruction, and providing interventions for struggling readers.</li> </ul>
<b>Para Reading for RTI Support: A Training for Para Professionals</b> (Standard 2: Curriculum ...) 	<p>To increase the effectiveness of paraprofessionals by increasing their knowledge and understanding of explicit instruction in a small group setting.</p>	<p>ParaReading, a LETRS Supplemental Module, prepares paraprofessionals for the increasing demands placed on them in today's schools.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>Learn the foundations that will allow them to successfully support</li> </ul>

<p><b>Audience/Targeted Attendees:</b> Reading specialists, paraeducators, curriculum directors, general and special education teachers</p>	<p>A well-trained, skilled and knowledgeable paraprofessional has the potential to strengthen an elementary or secondary reading intervention program.</p>	<p>Participants are trained in scientifically based reading instruction to increase their ability to assist teachers with the instruction of students who are at risk in reading.</p> <p>The parareading curriculum is based on the National Reading Panel's key instructional recommendations. The essential reading skill components - phonemic awareness, phonics, fluency, vocabulary, and comprehension - are presented with an instructional design that establishes a strong basis for knowledge, application, and implementation of these five comprehensive elements. This training will also provide activities and practice for the participants that can be used with small group instruction.</p>	<p>Literacy interventions in Tiers 2 and 3 of an RTI model</p> <ul style="list-style-type: none"> <li>• Understand the principles of explicit systematic instruction in a small group setting</li> <li>• Understand the principles of why some children having difficulty learning to read and what are appropriate strategies to support them</li> </ul>
<p><b>Next STEPS: Small Group Instruction</b> (Standard 2: Curriculum ...)</p> <p><b>Audience /Targeted Attendees:</b> Classroom teachers Specialists Site or LEA Leaders</p>	<p>To provide educators with a process to use data to make critical instructional decisions and provide effective instruction across a continuum of student need.</p>	<p><b>Response to Intervention (RTI)</b> Today's reading teachers and administrators have been taking notice of and feeling pressure to implement <i>Response to Intervention</i>. More commonly referenced as RTI, educational policy now requires schools to have a plan for ensuring that struggling readers receive the services they need to improve their reading abilities. RTI is a shared responsibility of all reading teachers. Under RTI, classroom teachers, special education and other specialists work together to use assessment coupled with analysis of that assessment, instruction and progress monitoring based upon the skills students need, and regular, systematic intervention to make sure students grow. RTI means data based decisions form the foundation for instruction and that instruction is dynamic, reflecting changes based on the student <i>response to instruction</i>. Teachers are in the best position to make these ongoing decisions and <i>Next STEPS</i> provides a tool for learning how to use fluency measures to guide instructional decisions.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Apply the Outcomes Driven Model to design and deliver effective small group instruction.</li> <li>• Analyze Curriculum Based Measures to form small groups for intervention.</li> <li>• Use the methods of direct, explicit, systematic instruction to support student learning.</li> <li>• Apply principles of Best Practices to lesson design.</li> </ul>

<b>Language Essentials for Teachers of Reading and Spelling (LETRS) Foundations</b> (Standard 2: Curriculum ...)  <b>Audience /Targeted Attendees:</b> * K-3 teachers * Principals	<i>LETRS Foundations: An Introduction to Language and Literacy</i> (Glaser and Moats) Foundations was developed to fill the need for teacher training that is based in the science of how we learn to read through an introduction to the five components of reading – phoneme awareness, phonics, fluency, vocabulary, and comprehension – and oral language.	<i>Foundations</i> provides a knowledge base that will lead to successful follow-up training focused on the details of classroom instruction, how to identify students who need small group reading instruction and how to plan and deliver and monitor that instruction.	Participants will: <ul style="list-style-type: none"> <li>• Observe video demonstrations,</li> <li>• Apply research and theory to core reading program components,</li> <li>• Examine new information about how children learn to read,</li> <li>• Understand the importance of oral language and the Big 5 and how to put LETRS concepts to work in the classroom.</li> </ul>
<b>Teaching Every Student in the Room: Effective Instruction in 3 Tiers</b> (Standard 2: Curriculum ...)  <b>Audience /Targeted Attendees:</b> LEA and site level administrators, coaches, K-6 Teachers	This one day workshop will introduce decision makers to an RTI model for literacy and language instruction in a K-6 setting	This workshop will feature a 3-Tiered model of reading instruction which includes information about scheduling and instructional options for interventions based on individual student need as determined by assessment data.	Participants will: Identify the 3 Tiers of reading and literacy instruction <ul style="list-style-type: none"> <li>• Determine possible scheduling options which are appropriate for their school site</li> </ul> recognize the variables involved in establishing a 3-Tier model
<b>Dissecting the Core</b> (Standard 2: Curriculum ...)  <b>Audience /Targeted Attendees:</b> K-8 Teachers	These half-day workshops for K-8 teachers will investigate the Core Reading Program at each various grade levels to check for pacing, alignment, practice opportunities provided and finding time for small group instruction. Teachers will need their Core Teacher Edition, decodable readers (if appropriate to the grade level), assessments for one week of instruction and copies of instructional routines (templates) if trained in them.	These half-day workshops involve one grade level at a time. Teachers will investigate one week in their CORE: discuss practices, timing, support for English Language Learners, and the amount of modeling and practice provided for the Big 5. Teachers will learn to fit small group instruction into the 90 minutes while still teaching all requirements of the 5 components.	Participants will: <ul style="list-style-type: none"> <li>• Explore and dissect one week of lessons in the CORE</li> <li>• Examine practices and pacing</li> <li>• Incorporate EL practices</li> <li>• Develop one week of CORE lessons as a grade level</li> <li>• Determine amount of time for small group instruction each day</li> </ul>
<b>Advanced Studies: Core Reading Instruction</b>			
<b>Language Essentials for Teachers of Reading and Spelling (LETRS) for Early Readers</b> (Standard 2: Curriculum ...)  <b>Audience /Targeted Attendees:</b> * K-3 teachers * Principals *LEA Leaders	Arizona LETRS Institutes are designed primarily for practitioners with experience or background in teaching reading and have attended LETRS Foundations. These Institutes are presented by Arizona LETRS trainers and focus on the foundation, content, and procedures of research-based reading instruction.	Each of the individual LETRS modules covers a key ingredient of effective reading instruction. As a whole, the print modules are designed to serve as a complete professional development course for reading teachers and coaches at all grade levels. LETRS modules provide the foundational knowledge requirements that reading teachers and coaches at all grade levels can use to be more effective. LETRS modules use easy-to-understand language. Essential teaching concepts are underscored with engaging questions, problems, and tasks that emphasize the	Participants will: <ul style="list-style-type: none"> <li>• Examine scientific research, reading development, knowledge of language structure and its application;</li> <li>• Apply practical skills of instruction in a comprehensive reading program including the 5 essential elements and written composition; and</li> <li>• Use assessment data to inform instruction.</li> </ul> LETRS Modules for Early Readers

		concept's real-life application. Videos and other support resources are recommended, and educators can check their knowledge of LETRS content with the self-tests that bookend every LETRS module.	Module 1: The Challenge of Learning To Read Module 2: The Speech Sounds of English Module 3: Spellography for Teachers: How English Spelling Works Module 4: The Mighty Word: Building Vocabulary and Oral Language Module 5: Getting Up to Speed: Developing Fluency Module 6: Digging for Meaning: Teaching Text Comprehension Module 7: Teaching Phonics, Word Study, and the Alphabetic Principle Module 9: Teaching Beginning Spelling and Writing
<b>Language Essentials for Teachers of Reading and Spelling (LETRS) for Adolescent Readers</b> (Standard 2: Curriculum ...)  <b>Audience /Targeted Attendees:</b> Arizona LETRS Institutes are designed primarily for practitioners with experience or background in teaching reading.	Arizona LETRS Institutes are designed primarily for practitioners with experience or background in teaching reading. These Institutes are presented by Arizona LETRS trainers and focus on the foundation, content, and procedures of research-based reading instruction.	Each of the individual LETRS modules covers a key ingredient of effective reading instruction. As a whole, the print modules are designed to serve as a complete professional development course for reading teachers and coaches at all grade levels. LETRS modules provide the foundational knowledge requirements that reading teachers and coaches at all grade levels can use to be more effective. LETRS modules use easy-to-understand language. Essential teaching concepts are underscored with engaging questions, problems, and tasks that emphasize the concept's real-life application. Videos and other support resources are recommended, and educators can check their knowledge of LETRS content with the self-tests that bookend every LETRS module.	Participants will: <ul style="list-style-type: none"> <li>Examine scientific research, reading development, knowledge of language structure and its application;</li> <li>Apply practical skills of instruction in a comprehensive reading program including 5 essential elements and written composition; and</li> <li>Use assessment data to inform instruction.</li> </ul> LETRS Modules for Adolescent Readers Module 1: The Challenge of Learning To Read Module 2: The Speech Sounds of English Module 3: Spellography for Teachers: How English Spelling Works Module 4: The Mighty Word: Building Vocabulary and Oral Language Module 10: Reading Big Words: Syllabication and Advanced Decoding Module 11: Writing: A Road To Reading Comprehension Module 12: Using Assessment to Guide Instruction
<b>Advanced Word Study: Phonics and Morphology</b>	This two day workshop will introduce educators in grades 4-8 to methods	This workshop provides educators with the knowledge base to fill gaps in	Participants will: <ul style="list-style-type: none"> <li>Demonstrate knowledge of</li> </ul>

(Standard 2: Curriculum ...)  <b>Audience /Targeted Attendees:</b> Coaches and 4-8 Teachers	for teaching word study instruction in Tiers 1, 2 and 3.	decoding and word analysis skills.	multiple sound/spellings for vowels and consonants <ul style="list-style-type: none"> <li>• Distinguish between the six syllable types</li> <li>• Practice effective methods to teach decoding and encoding</li> <li>• Employ prefix/suffix, multisyllabic word reading techniques</li> </ul>
<b>Targeted Studies</b>			
<b>Oral Language Development</b> (Standard 2: Curriculum ...)  <b>Audience /Targeted Attendees:</b> Coaches and K-3 Teachers	This one day course is designed to provide teachers with the opportunity to enhance their knowledge of Oral Language Development through evidence-based research and guided investigation.	This training demonstrates strategies and methods for strengthening the language-rich environment of classrooms to address the needs of ALL students, including the second language learner.	Participants will: <ul style="list-style-type: none"> <li>• Work collaboratively to develop oral language opportunities aligned with state standards</li> <li>• Create explicit, systematic lessons to provide a language-rich environment in the classroom</li> </ul>
<b>Power Spelling to Improve Reading &amp; Writing</b> (Standard 2: Curriculum ...)  <b>Audience /Targeted Attendees:</b> K-6 Teachers	To provide teachers with the basic knowledge and understanding of the history of English language, spelling patterns, spelling rules and how to develop a spelling lesson through analyzing a list of spelling words.	Students do not always understand or see the patterns of the English language. Participants will learn about the history of our English language, the reliable spelling patterns of the English language and major spelling rules that will enable students to spell words they are unfamiliar with.	Participants will: <ul style="list-style-type: none"> <li>• Understand that the English language is made up of reliable spelling patterns and spelling rules based on the history of our language.</li> <li>• Learn how to analyze a list of spelling errors on a spelling test to drive instruction.</li> </ul>
<b>Vocabulary: Maximizing Word Meaning</b> (Standard 2: Curriculum ...)  <b>Audience /Targeted Attendees:</b> Teachers of grades 4-10	To provide teachers with research-based vocabulary instruction in content-area reading.	The research in vocabulary instruction is clear that teachers must use a variety of specific strategies before, during, and after reading assignments to increase students' vocabulary skills. This one-day module teaches participants to weave research-validated vocabulary instruction into both direct skill instruction in the 90-minute reading block and content area reading. Additionally this workshop will give participants the skills to assess their student's vocabulary level. The session will emphasize and broaden their level of language proficiency.	Participants will: <ul style="list-style-type: none"> <li>• Recognize strategies that aid students in improving the development of their vocabulary</li> <li>• Develop skills to analyze critical vocabulary in content areas</li> <li>• Examine techniques to provide practice and maintain vocabulary development in all subject areas</li> </ul>
<b>Listening &amp; Reading Comprehension</b> (Standard 2: Curriculum ...)  <b>Audience /Targeted Attendees:</b> Version 1: Literacy Coaches and K-3 Teachers Version 2: Literacy Coaches and 4-8 Teachers	This one day workshop has two versions, with the same description and outcomes:  One workshop for K-3 teachers will focus on building listening and oral comprehension skills of students	This workshop provides educators with research-based comprehension strategies and effective methods of instruction for Listening and Reading Comprehension. The workshop will address the development of comprehension abilities, helping	Participants will: <ul style="list-style-type: none"> <li>• Analyze what research says about the teaching and learning of reading comprehension</li> <li>• Explore commonly used comprehension monitoring and instructional strategies</li> </ul>

<p>Will be available late spring 2010 or during summer 2010.</p>	<p>through the implementation of evidence-based instructional strategies across all content areas. Participants will be asked to bring a current core reading text for use during the presentation.</p> <p>Another workshop for 4-8 grade teachers will focus on building listening and oral comprehension skills of students through the implementation of evidence-based instructional strategies across all content areas. Participants will be asked to bring a content area text for use during the presentation.</p>	<p>students who struggle with comprehension, evidence-based research on the most effective strategies and the enhancement of key cognitive skills needed for successful reading and listening comprehension.</p>	<ul style="list-style-type: none"> <li>• Differentiate among strategies that are appropriate before, during, and after reading</li> <li>• Determine methods of comprehension strategy instruction that will most successfully address the needs of their students.</li> <li>• Create a plan of action for implementing comprehension strategies into their instruction</li> </ul>
<p><b>Content Area Reading for Adolescents</b> (Standard 2: Curriculum ...)</p> <p><b>Audience /Targeted Attendees:</b> Middle School and High School reading and content area teachers Reading coaches Administrators RTI team members</p> <p>Will be available late spring 2010 or during summer 2010.</p>	<p>To provide adolescent educators with a variety of embedded literacy strategies to improve content comprehension within all content areas.</p>	<p>Students may not all be able to access the grade level text for a given subject. This training will assist educators in helping their students increase their comprehension of available text and provide strategies for what to do if students are not able to gain full benefit from written classroom materials.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Be able to implement a variety of reading comprehension strategies within their content area.</li> <li>• Examine research on adolescent comprehension.</li> <li>• Link research to practice to improve student outcomes.</li> </ul>
<p><b>Adolescent Reading: Developing Metacognitive Comprehension Skills</b> (Standard 2: Curriculum ...)</p> <p><b>Audience /Targeted Attendees:</b> Teachers at the adolescent /secondary level, Special Education, ELL teacher as well as curriculum/instructional specialists.</p>	<p>To provide teachers with strategies and instruction that will help students improve their vocabulary and comprehension by teaching them to think about their thinking before, while, and after they read.</p>	<p>This two-day professional development training builds on foundational skills for comprehension and incorporates research-based strategies that simulate what good readers do before – during – after they read. This training also develops vocabulary and meta-cognitive skills to reinforce decoding and fluency.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Implement practical strategies for teaching vocabulary and comprehension to all learners with a variety of texts.</li> </ul>
<p><b>The Lexile Framework® for Reading</b> (Standard 2: Curriculum ...)</p> <p><b>Audience /Targeted Attendees:</b> K-12 educators</p> <p>Will be available late spring 2010 or during summer 2010.</p>	<p>The intent of this training is to present The Lexile Framework® For Reading in the context of reading success &amp; content literacy</p>	<p>This training is based on The Lexile Framework® For Reading developed by MetaMetrics, Inc. The Lexile Framework for Reading is an approach to reading measurement that matches students to appropriately challenging reading materials. This approach allows families and teachers to encourage reading progress and provide differentiated text for students. Educators will be shown how to use</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Identify the features of The Lexile Framework® For Reading.</li> <li>• Survey the resources on the ADE sponsored and MetaMetrics web site.</li> <li>• Practice using the Lexile tools.</li> <li>• Acquire strategies for engaging students with</li> </ul>

		the free Lexile tools and implement the Lexile framework. Simple reading comprehension strategies will be integrated throughout this training.	<p>informational text.</p> <ul style="list-style-type: none"> <li>Identify uses of The Lexile Framework® For Reading to improve student reading outcomes.</li> <li>Identify an implementation plan for their school or district.</li> </ul>
<b>Intervention</b>			
<p><b>Getting Explicit with Instruction: Reading Routines</b> (Standard 2: Curriculum ...)</p> <p><b>Audience /Targeted Attendees:</b> K-6 site level Administrators, Literacy Coaches, and K-6 Teachers</p>	<p>This two day workshop for K-6 teachers and administration will focus on explicit instruction using reading routines.</p>	<p>This training will focus on participants learning about effective explicit instruction and practice routines to ensure that all students are learning to mastery. Participants will receive instruction in routines for phonological awareness, phonics, fluency with connected text and word analysis.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>Understand explicit instructional strategies.</li> <li>Practice reading routines for teaching whole/small groups in the areas of phonological awareness, phonics, fluency with connected text and word analysis.</li> <li>Apply the routines to their own core program.</li> </ul>
<p><b>Embedding Reading Routines in Tiered Instruction</b> (Standard 2: Curriculum ...)</p> <p><b>Audience /Targeted Attendees:</b> K-8 site level Administrators, Literacy Coaches, and K-8 Teachers</p>	<p>This one day workshop will help teachers (K-8) meet the skill needs of struggling readers in a small group instructional setting.</p>	<p>This presentation introduces participants to the WOW (Work on Weaknesses) template which provides a format for differentiating small group instruction based on data. Embedded within the template is added practice for struggling readers through the use of reading routines.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>Use the WOW lesson format to design appropriate small group instruction.</li> <li>Deliver small group explicit instruction using reading routines and decodable text.</li> <li>Group students based on data to address skill needs.</li> </ul>
<p><b>Teaching Struggling and At-Risk Readers: A Direct Instruction Approach</b> (Standard 2: Curriculum ...)</p> <p><b>Audience/Targeted Attendees:</b> Classroom teachers of grades (k-3) seeking to enhance their skills with instructional design and delivery in working with students.</p>	<p>The intent of this training is to empower teachers by providing them with specific suggestions for dealing with the instructional difficulties they will encounter in the classroom when working with students, particularly those who are struggling and at-risk.</p>	<p>This training is based on the text Teaching Struggling and At-Risk Readers: A Direct Instruction Approach by Doug Carnine, et al. It is designed to provide teachers with specific information about instructional design and delivery that can help them to be effective with their students.</p>	<p>Participants will :</p> <ul style="list-style-type: none"> <li>Structure initial teaching procedures so that the teacher presentation is clear;</li> <li>Use language and demonstrations in order for children to be engaged in learning;</li> <li>Sequence instruction of content to be sure that all essential skills and knowledge are taught in aligned and coherent manner;</li> <li>Use teacher presentation techniques that foster a high degree of interaction between teacher and student; and provide adequate practice and review to develop high levels of fluency and accuracy.</li> </ul>
<p><b>Struggling Adolescent Readers</b> (Standard 2: Curriculum ...)</p>	<p>To provide teachers with research-based strategies to effectively address issues in adolescent reading.</p>	<p>Middle school is a critical period for students facing reading failure. It is in grades six through eight that struggling readers may fall seriously</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>Master the most current research validated strategies for increasing</li> </ul>



<b>Audience/Targeted Attendees:</b> 5-9 teachers, special education teachers, principals, curriculum coordinators		behind their peers, jeopardizing their chances for success in high school and beyond. Despite the importance of their task, middle school teachers are often forced to use reading curricula that are outdated, impractical, or simply don't work.	fluency <ul style="list-style-type: none"> <li>Understand the key components of vocabulary, comprehension, and decoding skills</li> </ul>
<b>Leadership</b>			
<b>Choosing a Core: Consumer's Guide</b> (Standard 1: Leadership)  <b>Audience/Targeted Attendees:</b> Reading Coaches Principals LEA Leaders	The intent of this training is to show educators how to use A Consumer's Guide to Analyzing a Core Reading Program.	This one day training will instruct educators how to use the Consumer's Guide to evaluate a reading curriculum.	Participants will: <ul style="list-style-type: none"> <li>Examine the components for an effective core reading program.</li> <li>Be trained on how to use the Consumer's Guide.</li> <li>Use the consumer guide to evaluate an actual reading program.</li> </ul>
<b>The Reading Coach</b> (Standard 1: Leadership)  <b>Audience /Targeted Attendees:</b> Literacy Coaches	The intent of this training is to provide a practical experience for reading coaches and educators providing support and guidance in the area of literacy to other teachers.	This training is based on materials developed by Dr. Jan Hasbrouck and Carolyn Denton. It is designed to provide reading coaches with information and practice to support effective coaching and address real-world concerns of the reading coach.	Participants will: <ul style="list-style-type: none"> <li>Examine the role, responsibilities, and effective methods for a literacy coach or mentor.</li> <li>Identify and apply practice in the essential skills and competencies needed by a literacy coach.</li> <li>Problem-solve real-world concerns such as time management, effective communication, classroom observations and modeling, facilitating school wide change, and providing professional development.</li> <li>Receive a complete resource section.</li> </ul>
<b>AZ RTI Literacy Coaches' Institute</b> (Standard 1: Leadership)  <b>Audience/Targeted Attendees:</b> RTI Teams, RTI coaches, administrators or other people in positions that support positive change in schools.	Participants learn the components of high quality RTI coaching within an RTI model. They will be better equipped to facilitate school change and support school staff in implementing a tiered instructional model.	The speakers will describe the coaching process that will support the use of data to make decisions and provide for fidelity of implementation. The focus will be on how to coach effective change within a literacy model.	Participants will be able to: <ul style="list-style-type: none"> <li>Identify the necessary RTI components for change.</li> <li>Facilitate RTI change within an educational framework.</li> <li>Facilitate consensus building.</li> <li>Describe the processes involved in support coaching.</li> </ul>
<b>Literary Elements</b>			
<b>Literary Elements: Literature Circles Grades (4-8)</b> (Standard 2: Curriculum ...)	Focus audience is 2 <sup>nd</sup> -8 <sup>th</sup> grade teachers of reading who want to implement procedures for literature groups, teach comprehension strategies and	The workshop is designed to help teachers form literature groups, teach comprehension strategies, such as QAR, QtA, & Reciprocal Teaching, gain knowledge about literary	Participants will: <ul style="list-style-type: none"> <li>Apply the process of forming literature groups</li> <li>Determine comprehension strategies that will extend and</li> </ul>

<b>Audience /Targeted Attendees:</b> Literacy Coaches and 2-8 Teachers of Reading	develop literary elements for those students who are working at or above grade level in reading.	elements and incorporate Reflection Logs in 4 scaffolded stages.	expand at and above grade level readers <ul style="list-style-type: none"> <li>examine methods for assessing students in literature circles</li> </ul>
<b>Assessment</b>			
<b>AIMS Data Analysis</b> (Standard 3: ... Assessments)  <b>Audience/Targeted Attendees:</b> Classroom teachers, assessment coordinators/directors  Will be available late spring 2010 or during summer 2010.	This professional development is intended to prepare participants to conduct data-based inquiry for the purpose of guiding continuous school improvement using AIMS as outcome data.	This training will focus on participants analyzing actual AIMS school data to: <ul style="list-style-type: none"> <li>Identify similarities and differences among subgroup of students.</li> <li>Emphasize the importance of using information about change in individual student performance as a basis for answering useful questions about student growth.</li> <li>Monitor growth of each group of students as they move from one grade level to the next and compare their rates of improvement against their own performance in previous years.</li> </ul> Focus will include: <ul style="list-style-type: none"> <li>Identifying signal words and academic language in question stems to help students identify the skill being tested, and</li> <li>Developing teaching strategies to enable students to gain proficiency.</li> </ul>	Participants will: <ul style="list-style-type: none"> <li>Find answers to real questions about your school(s).</li> <li>Learn how to apply the concept of statistical significance. Statistical significance is a conventional criterion for determining whether a particular difference is likely to be attributable to random "noise" in the data. Along with other criteria, this can help to decide which differences in student performance are worth spending precious time discussing and trying to remedy.</li> <li>Learn how to use formative assessment as a daily instructional practice and across content areas to enhance students' ability to effectively comprehend and respond systematically to assessment questions using signal words, academic language and content knowledge.</li> </ul>
<b>Instructional Planning Based on Data Analysis</b> (Standard 3: ... Assessments)  <b>Audience/Targeted Attendees:</b> Literacy Coaches, Classroom Teachers, Assessment Coordinators/Directors  Will be available late spring 2010 or during summer 2010.	This professional development will build the capacity of the participants to use the data from Curriculum Based Measures (such as DIBELS and AIMSweb) to positively impact student achievement.	This training will focus on participants using the following tools to enhance their understanding of data analysis and its link to instruction: <ul style="list-style-type: none"> <li>Reports that assist in the process of interpreting data</li> <li>Student test booklets – digging deeper - analyzing student errors</li> <li>Progress monitoring materials</li> <li>Instructional Plans for students that pull together data from a variety of sources.</li> </ul>	Participants will: <ul style="list-style-type: none"> <li>Determine site, classroom and student trends, strengths and areas for growth.</li> <li>Learn how to effectively use progress monitoring data including: drawing aim lines and setting student instructional goals.</li> <li>Develop an effective site progress monitoring plan that includes out of level testing.</li> <li>Analyze student errors</li> <li>Plan targeted instruction based on data</li> </ul>
<b>DIBELS Administration &amp; Scoring</b> (Standard 3: ... Assessments)	This 2 day professional development will build the capacity of literacy coaches, classroom teachers, assessment coordinators, directors,	Presentation will include an overview of assessment and AZ READS Legislation, basic information about DIBELS, general procedures and	Participants will: <ul style="list-style-type: none"> <li>Explain the importance of early literacy assessment and AZ</li> </ul>

<b>Audience /Targeted Attendees:</b> K-6 coaches, teachers, assessment coordinators, administrators	and principals to reliably and effectively administer, score, and determine instructional recommendations from the Dynamic Indicators of Basic Early Literacy Skills.  <b>NOTE: This training should be provided by Arizona DIBELS Leadership Institute Certified Trainers.</b>	rules, administration and scoring of measures, including scaffolded practice, small group practice, and practice with students.	READS legislation. <ul style="list-style-type: none"> <li>• Explain the relationship between instruction and assessment.</li> <li>• Understand the essential features of the DIBELS assessment system, its purpose, and use.</li> <li>• Design and implement an effective site assessment system.</li> <li>• Administer, score, and determine instructional recommendations from the Dynamic Indicators of Basic Early Literacy Skills.</li> </ul>
<b>DIBELS Leadership Institute (DLI)</b>  (Standard 3: ... Assessments)  <b>Audience/Targeted Attendees:</b> Educators that have previously attended Administration and Scoring training provided by a DIBELS Leadership Institute Arizona Certified DIBELS Trainer and had experience in 2-3 Benchmarking periods. Attendees should be responsible for training/professional development at the school and/or LEA level. An LEA plan must be submitted with the application	To further develop the knowledge and skills of educational leaders regarding early literacy programs at the system level.	This six day course will focus on the administration, scoring, interpretation, analysis and use of the DIBELS assessment measures, reports, and progress monitoring within a comprehensive scientifically based reading program. Applicants must have already attended an Administration and Scoring training presented by a DIBELS Leadership Institute Arizona Certified DIBELS Trainer and have participated in 2 to 3 DIBELS Benchmarking periods.	Participants will: <ul style="list-style-type: none"> <li>• Understand DIBELS training requirements</li> <li>• Attend all 6 days of Institute</li> <li>• Reliably administer and score DIBELS measures</li> <li>• Use DIBELS Data Management Systems</li> <li>• Organize a school-wide assessment system</li> <li>• Interpret, analyze and use data for instructional decision making</li> <li>• Read and react to pertinent research articles</li> <li>• Present one DIBELS measure to a small group</li> <li>• Present one DIBELS report to a small group</li> <li>• Pass a take-home exam</li> <li>• Successfully o-present with an existing Certified DIBELS Trainer</li> </ul>
<b>DIBELS Leadership Institute (DLI) Refresher</b> (Standard 3: ... Assessments)  Standards from the <i>Standards and Rubrics for School Improvement</i> .  <b>Audience /Targeted Attendees:</b> Certified DIBELS Trainers (trained prior to Fall of 2008)	Our goal is to provide continuing professional development that will bring the most current training materials, guidelines and updates to Arizona's Certified DIBELS trainers.	This refresher training is a one-day commitment. Certified Trainers will be engaged in the latest activities and updates from the DIBELS Leadership Institute. Guidelines and expectations will be reviewed. This will be a great networking opportunity.	Participants will:  Receive the latest CD to use in their trainings.
<b>Adolescent Literacy Assessments</b> (Standard 3: ... Assessments)  <b>Audience/Targeted Attendees:</b> RTI Teams, RTI	Participants learn the types and uses of assessments to identify and diagnose students within the RTI adolescent literacy model. They will	The focus of the training will be on building advanced decoding skills for the adolescent reader.	Participants will be able to: <ul style="list-style-type: none"> <li>• Identify the necessary components of a comprehensive adolescent reading assessment.</li> </ul>

coaches, administrators or other people in positions that plan and implement positive change in schools.  Will be available late spring 2010 or during summer 2010.	also know how to use the assessment data to plan for student instruction.		<ul style="list-style-type: none"> <li>• Use the assessment data to drive student instruction.</li> <li>• Use screening, diagnostic and progress monitoring to make decisions about student instruction.</li> </ul>
<b>Writing</b>			
<b>Fundamentals of Writing Instruction &amp; Year-long Lesson Plan Design: Primary Grades (K-2/3)</b> (Standard 2: Curriculum ...)  <b>Audience/Targeted Attendees:</b> teachers at the primary level (K-2/3) who are unfamiliar with the Six Traits model; who are interested in revitalizing their knowledge of the Six Traits model; and/or who desire guidance in creating a yearlong lesson plan that incorporates 6-Traits writing instruction	To provide teachers at the primary grades with a basic knowledge and understanding of the Six Traits model for writing instruction; and to provide guidance in designing a year-long lesson plan that incorporates Six Traits writing instruction.	This two-day professional development opportunity begins with an introduction to the Six Traits writing model that focuses on instructional strategies for teaching writing in the primary grades. It concludes with guidance and hands-on practice in designing a year-long lesson plan that incorporates Six Traits writing instruction.	Participants will: <ul style="list-style-type: none"> <li>• Achieve a working knowledge of the Six Traits model for writing instruction; practical strategies for teaching Six Traits in the primary grades; and a year-long lesson plan for teaching Six Traits</li> </ul>
<b>Fundamentals of Writing Instruction &amp; Year-long Lesson Plan Design: Elementary Grades (3-5/6)</b> (Standard 2: Curriculum ...)  <b>Audience/Targeted Attendees:</b> teachers at the primary level (Grades 3-5/6) who are unfamiliar with the Six Traits model; who are interested in revitalizing their knowledge of the Six Traits model; and/or who desire guidance in creating a yearlong lesson plan that incorporates 6-Traits writing instruction	To provide teachers at the elementary level with a basic knowledge and understanding of the Six Traits model for writing instruction; and to provide guidance in designing a year-long lesson plan that incorporates Six Traits writing instruction.	This two-day professional development opportunity begins with an introduction to the Six Traits writing model that focuses on instructional strategies for teaching writing in the elementary grades. It concludes with guidance and hands-on practice in designing a year-long lesson plan that incorporates Six Traits writing instruction.	Participants will: <ul style="list-style-type: none"> <li>• Understand the Six Traits model for writing instruction; practical strategies for teaching Six Traits in the elementary grades; and a year-long lesson plan for teaching Six Traits</li> </ul>
<b>Fundamentals of Writing Instruction &amp; Year-long Lesson Plan Design: Adolescent/Secondary Grades (7-12)</b> (Standard 2: Curriculum ...)  <b>Audience/Targeted Attendees:</b> teachers at the primary level (Grades 7-12) who are unfamiliar with the Six Traits model; who are interested in revitalizing their knowledge of the Six Traits model; and/or	To provide primary grade teachers who are familiar with the Six Traits writing model with focused professional development in teaching expository writing.	To provide teachers at the adolescent/secondary level with a basic knowledge and understanding of the Six Traits model for writing instruction; and to provide guidance in designing a year-long lesson plan that incorporates Six Traits writing instruction.	Participants will: <ul style="list-style-type: none"> <li>• Understand the Six Traits model for writing instruction; practical strategies for teaching Six Traits at the adolescent/secondary level; and a year-long lesson plan for teaching Six Traits</li> </ul>

who desire guidance in creating a yearlong lesson plan that incorporates 6-Traits writing instruction			
<b>Six Traits Writing in Science: Adolescent/Secondary Level (7-12)</b> (Standard 2: Curriculum ...)  <b>Audience/Targeted Attendees:</b> Adolescent/secondary English teachers and curriculum/instructional specialists	To provide science teachers at the adolescent/ secondary level with strategies for teaching science-based writing.	This one-day professional development opportunity focuses on instructional strategies for teaching science-based writing.	Participants will: <ul style="list-style-type: none"> <li>• Implement with practical strategies for teaching science-based writing</li> </ul>
<b>Six Traits Writing in Social Studies: Adolescent/Secondary Level (7-12)</b> (Standard 2: Curriculum ...)  <b>Audience/Targeted Attendees:</b> adolescent/secondary level social studies teachers and curriculum/instructional specialists	To provide social studies teachers at the adolescent/secondary level with strategies for teaching social studies-based writing.	This one-day professional development opportunity focuses on instructional strategies for teaching social studies-based writing.	Participants will: <ul style="list-style-type: none"> <li>• Implement practical strategies for teaching social studies-based writing</li> </ul>
<b>Multi-Sensory Grammar</b> (Standard 2: Curriculum ...)  <b>Audience/Targeted Attendees:</b> Elementary teachers, special education teachers, ELL teachers and curriculum/ Instructional specialists	To provide elementary, special education, and ELL teachers the basic knowledge of the parts of speech and the essential structure of a sentence.	This one-day professional development opportunity will review the basic grammar components through multisensory instruction and then focus on the structure of a sentence.	Participants will: <ul style="list-style-type: none"> <li>• Understand the importance of teaching grammar components through multisensory strategies</li> <li>• Learn how to teach the eight parts of speech</li> <li>• Learn sequential steps in teaching sentence construction</li> </ul>